

West Newcastle Academy School Development Plan 2023 – 2024



The School's Vision

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Our Ethos

Respect for the core capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. Children are valued as strong, sociable and capable individuals, constantly learning and enquiring about the world about them.

WNA is a place where children will be encouraged to be curious, to ask questions and to learn from one another. Children at our school will be encouraged to question their teachers, formulate their own theories and validate possible results.

Dialogue with, and democratic decision making between children, staff, parents and the wider community is central to the running of WNA.

Areas for Improvement:

- Writing – Challenge and Differentiation
- Foundation Subjects – Challenge and Differentiation
- Upper KS2 - Challenge and Differentiation
- Environment for CiL in EYFS, Y1, Y2
- Mental Wellbeing
- Catering
- Non-Teaching Support

Strands of Improvement:

1. Writing

- 1.1 To develop medium term planning to reflect the needs of the cohorts at each data point
- 1.2 To use ongoing formative data to inform planning for writing
- 1.3 To ensure that planning over the year, uses data and sequences of learning using the following resources as appropriate:
 - Literacy Shed – writing planning – long term planning
 - Write Stuff
 - Talk for Writing
- 1.4 To ensure that children are given the opportunity to review, edit and improve their work regularly

2. Foundation Subjects

- 2.1 To ensure differentiation and challenge
- 2.2 To teach subjects and themes that are appropriate to the needs of the cohorts

3. Upper KS2 Challenge and Differentiation

- 3.1 To ensure differentiation and challenge
- 3.2 To teach content and intervention that is appropriate to the needs of the cohorts
- 3.3 To ensure rapid progress with effective monitoring

4. Environment for CiL

- 4.1 To ensure the environment in EYFS and KS1 supports CiL
- 4.2 To ensure all staff develop environment maps and staff are deployed to extend CiL
- 4.3 To ensure that the long term planning has opportunities for CiL
- 4.4 Writing - To develop writing in all areas of CiC and ensure there is at least one piece of written work per week

5. Mental Wellbeing

To implement the mental wellbeing strategy throughout school through:

- 5.1 Thrive
- 5.2 Mental Health Wellbeing First Aiders
- 5.3 PHSCE
- 5.4 Cross Curricular Links
- 5.5 Pupils Voice

6. Catering

- 6.1 To ensure that school catering meets needs and ethos of school
- 6.2 Health and safety – to ensure that Shield Safety is used to ensure that all checks are in place

7 Non- Teaching

- 7.1 To ensure ICT hardware is maintained
- 7.2 To ensure school attendance is at least at 96%
- 7.3 To ensure school lunch debt does not exceed 10 meals taken
- 7.4 To monitor teaching resources and consumable costs on a departmental basis.
- 7.5 To explore and maintain additional income opportunities

Area of Development 1. Writing	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
1.1 To develop medium term planning to reflect the needs of the cohorts at each data point	<p>1.1.1 INSET/ staff training on developing medium term planning based on data and the skills of the cohort</p> <p>1.1.2 Use staff meeting time to work together in phase teams to develop Medium term planning after the data checkpoint to ensure data priorities are addressed.</p> <p>1.1.3 PK to work with class teachers to develop sequences of learning, encouraging teachers to use professional knowledge and knowledge of the children to justify their choices.</p> <p>1.1.4 PK to observe lessons, provide feedback and</p>	<p>Teaching staff</p> <p>Teaching staff</p>	PK to monitor and report to HT	<p>Outcome</p> <ul style="list-style-type: none"> • Staff training time dedicated to medium term planning • Staff meeting time has been allocated to medium term planning • Children make rapid progress in writing due to targeted teaching to address gaps • Teachers can engage in professional conversations with SLT and each other to justify their choices and professional knowledge. 	

	lessons for staff to observe.				
1.2 To use ongoing formative data to inform planning for writing	<p>2.3.1 Teachers to ensure formative assessment is accurate for their class at each checkpoint</p> <p>2.3.2 Writing to be moderated for a sample of children at each checkpoint. Books to be checked at SLT each month</p> <p>2.3.3 Phase leader to work with class teachers to develop sequences of learning, encouraging teachers to use professional knowledge and knowledge of the children to justify their choices.</p>	<p>Teaching staff AH/HT to review</p> <p>PK/Teaching staff/SLT</p> <p>Phase leaders</p>	PK to monitor and report to HT/SLT at weekly meetings	<p>Outcomes</p> <ul style="list-style-type: none"> Scholar pack moderation shows that information is up to date/matches/is accurate at each check point. Writing moderation takes place at each checkpoint and growing base of evidence on sharepoint. Teachers can engage in professional conversations with SLT and each other to justify their choices and professional knowledge 	
1.4 To ensure that children are given the opportunity to review, edit and improve their work regularly	1.4.1 Review marking policy and ensure all staff understand expectations, especially regarding editing	AH/PK All teaching staff/ TAs	AH to monitor and report to HT	<p>Outcomes</p> <ul style="list-style-type: none"> Policy is reviewed Checklists and scaffolds are used in classes- evidenced in monitoring 	

	<p>1.4 .2Introduce checklists/ scaffolds of expected features for each year group to enable them to complete writing checks independently.</p> <p>1.4.3 Staff meeting autumn term to look in books and for staff to share effective techniques to develop these skills in pupils.</p> <p>1.4.4 Phase meetings to include internal moderation of feedback and evidence every term.</p>	<p>Teaching staff/ TAs</p> <p>Teaching staff/ TAS</p> <p>SLT</p>		<p>(moderation, book checks, learning walks and lesson observations)</p> <ul style="list-style-type: none"> • Book checks, learning walks and lesson observations show evidence that children are regularly given the chance to review edit and improve their work. • Staff meeting time has been used appropriately and staff can share their expertise with each other • Phase meetings/SLT have focus on moderation of feedback and editing every term. 	
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Area of Development	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
2 Foundation Subjects 2.1 To ensure differentiation and challenge	2.1.1 INSET/ staff training on developing medium term planning based on data and the skills of the cohort	LM INSET Sept 23	HT HT/SLT	Outcome: All staff will deliver high quality teaching from medium term plans and needs of cohort ensuring clear learning objectives differentiation and challenge	1.1 To ensure differentiation and challenge 1.2 To teach subjects and themes that are appropriate to the needs of the cohorts
2.2 To teach content and intervention that is appropriate to the needs of the cohorts	2.2.1 Use staff meeting time to work together in phase teams to develop and review content based on needs of cohort 2.2.2 Ensure there is a clear learning objective for each session	SLT/LM/all staff	HT Ongoing	Outcome: All staff will use staff meeting time effectively to work in teams and review learning, achievement and then deliver high quality teaching from medium term plans, ensuring differentiation and challenge	

Area of Development	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
3Upper KS2 Challenge and Differentiation					
3.1To ensure differentiation and challenge	3.1.1 INSET/ staff training on developing medium term planning based on data and the skills of the cohort	LM INSET Sept 23	HT HT/SLT	Outcome: All staff in Y5/6 will deliver high quality teaching from medium term plans and needs of cohort	
3.2To teach content and intervention that is appropriate to the needs of the cohorts	3.2.1 Use staff meeting time to work together in phase teams to develop and review intervention plans 3.2.2Medium term planning after the data checkpoint to ensure data priorities are addressed 3.2.3 Book scrutiny in staff meeting and monthly by SLT to ensure all books are presented according to school expectations.	SLT/LM/Y5/6 staff	HT Ongoing	Outcome: All staff will use staff meeting time effectively to work in teams and review learning, achievement and then deliver high quality teaching from medium term plans, needs of cohort and intervention planning. Books will be presented according to expectations.	

Area of Development 4. Environment for CiL	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
4.1 To ensure the environment in EYFS and KS1 supports CiL	4.4.1 Create a long term plan that shows breath of provision and a progression of skills for indoor and outdoor CiL 4.4.2 Purchase resources and set up environment to ensure purposeful CiL	HT Summer INSET 2023	HT	Outcome: EYFS department can use long term planning as a guide to support MTP and weekly plans making sure all appropriate skills are covered throughout the year.	1.1
4.2 To ensure all staff develop environment maps and staff are deployed to extend CiL					
4.3 To ensure that the long term planning has opportunities for CiL	4.4.1 Create a long term plan that shows breath of provision and a progression of skills based on the medium term plan	LM/LMuph/HT Summer INSET 2022	Ht/LMu	Outcome: EYFS department can use long term planning as a guide to support MTP and weekly plans making sure all appropriate skills are covered throughout the year.	
4.4 Writing - To develop writing in all areas of CiC and ensure there is at least one piece of written work per week					

1.2					
4.4 To ensure that the long term planning has breadth of provision and sequences of learning					

Area of Development Well Being	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
5.1 To implement the mental wellbeing strategy throughout school	5.1.1. Review Policy and share with all staff 5.1.2SDP Review Day (June 2023) consider mental health needs of school and plan for 2023/24 5.1.3 Review processes for supporting mental wellbeing across school for all members of the community 5.1.4 Develop awareness sessions for all stakeholders and add to newsletter 5.1.5 Ensure mental wellbeing is an agenda item at each FGB meeting 5.1.6 Add mental wellbeing to questionnaires	HT/staff FGB ratify Staff Parents Pupils HT/staff Clerk to Govs/HT HT/SBM	Summer term 2023 HT June 2023 HT/FGB Aut 23 HT started June 23 Governors Strategy Meeting then termly (September 2023) Summer 23	Outcome: There is a strategic approach to mental wellbeing. All stakeholders will have a good understanding of the mental wellbeing strategy. The strategy can be developed to support the changing needs of the community	
5.2 Whole school training to support mental wellbeing	5.2.1 Thrive Practitioner training for two members of staff, whole school Thrive training 5.2.2. All staff to take part in mental	All Staff/two lead professionals All staff (Sept 23)	HT September 23 HT September 23	Outcome: There are named professionals in school that stakeholders can approach for support.	

	health first aid training 5.2.3 Mental well-being is added to all appraisal targets for staff and review each term	All staff (termly)	Phase Leaders termly	All staff have good understanding of mental wellbeing first aid and Thrive. There is regular review and the strategy can be developed to support the changing needs of the community	
5.3 Review of curriculum to include mental welling in PHSCE, across the curriculum and in assemblies	5.3.1 All staff are involved in reviewing the curriculum to ensure there are links to mental wellbeing and taught sessions in PHSCE	All staff (Summer 23 and then termly)	Phase Leaders weekly monitoring – lesson obs, books, pupil voice	Outcome: Mental wellbeing is evident across all phases in school. There is evidence in books, lessons observations show good teaching and learning. Pupils can talk about here are named professionals in school that stakeholders can approach for support.	
5.4 There is a system of tiered support to meet the needs of pupils and staff across school	5.4.1 There is a termly review so that all staff know where to signpost needs to 5.4.2 Weekly phase meetings to review needs and make referrals 5.4.3 Two new counsellors appointed to undertake different	Sept 2023 and ongoing Weekly Letter to all parents outlining support available (Sept 2023)	HT/Phase Leaders Report to governors	Outcome: Consider mental well-being at Phase and Pupil Progress Meetings	

	tier work with students	New students in place ready for Sept 23			
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Area of Development 6 Catering	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
6.1 To ensure that school catering meets needs and ethos of school	6.1.1 Weekly team meetings to plan and review menu and provision 6.1.2 SBM to check daily checks and feed back to staff HT	Weekly – SBM and Facilities Team (Mon am)	HT/SBM –	Outcome: Catering team work as a professional team to ensure that the menu meets the needs of the school and comes in on budget Any concerns about individual roles are directed via SBM and HT	
6.2 Health and safety – to ensure that Shield Safety is used to ensure that all checks are in place	6.2.1 Daily checks and cleaning are efficient and logged/checked 6.2.2. Shield Safety is used effectively to measure and manage risk 6.2.3 Environmental Health revisit provides 5 star rating	Daily – SBM and Catering Team	Weekly – SBM/Catering team to monitor and feedback to HT HT daily obs for Health and Safety	Outcome: Catering team work as a professional team to ensure that Shield Safety is used effectively - all areas are completed and reviewed Materials are always used and stored according to COSH regulations There are good systems of in place for the management of resources and reordering. Food is prepared according to the menu, ensuring best value and H and S guidance is followed Food Standards in School is understood and used Checks ensure all catering spaces are clean and safe to use	

Area of Development 7 Non- Teaching	Tasks to be completed	Responsibility and Time Scale	SLT/Governor Monitoring – Who/When	Impact Summary	Evaluation linked to Ofsted Criteria for Outstanding
7.1 To ensure effective management of staff and resources to support school improvement	8.1.1 Weekly meetings with office staff and SBM to review processes and plan for week 8.1.2 Weekly meetings with HT/SBM/Bursar to plan and feedback 8.1.4 Weekly meeting with HT/SBM/Facilities to plan and feedback. 8.1.5 To create a stocklist of cleaning and stationary equipment and complete a monthly review	All Non- Teaching staff – weekly and ongoing	SBM/HT weekly and half termly review of SDP Termly Review of training, targets and appraisal	Outcome: There is good communication throughout all members of the team, diaries are shared and reviewed New staff are well supported and understand the ethos and plans for school	
7.2 To ensure ICT hardware is maintained and IT systems are in line with audit expectations	7.2.1 IT technician works closely with SBM to ensure all IT equipment is maintained 7.2.2 To ensure software licenses are kept up to date 7.3.3 To ensure ICT systems are regularly reviewed and are in line with audit expectations	IT tech/SBM/All staff	SBM/HT weekly meetings and half termly review of SDP	Outcome: IT equipment works and supports the running of the school Staff use IT equipment safely IT systems are compliant	

7.3 To ensure school attendance is at least at 96%	7.3.1 Office staff call all parents by 9.30 if children are off school. 7.3.2 Good relationships with parents are developed and maintained to ensure all families understand the importance of school attendance 7.3.3 Attendance policy for LA is followed and there are termly meetings with LA Attendance Officer	Office staff/SBM/Resh min	SBM/HT daily/weekly and half termly review of SDP	Outcome: Attendance figures meet target	
7.4 To ensure school lunch debt does not exceed 10 meals taken.	7.4.1 Debt collection procedures as per the debt management policy	Office/ SBM	SBM/HT/Bursar weekly/monthly to review	Outcome: Meal debts do not exceed 10 meals taken (£23)	
7.5.To monitor teaching resources and consumable costs on a departmental basis.	7.5.1 Use spread sheet for repeat orders and audit stock in school 7.6.2 SBM/Bursar will monitor this on a monthly basis.	SBM/Bursar	SBM/Bursar/HT weekly/monthly reviews	Outcome: To be able to easily track spend, to ensure value for money and keep within budget	
7.6 To explore and maintain additional income opportunities	7.6.1 SBM/Bursar to investigate opportunities for additional funding	SBM	SBM/Bursar/HT weekly/monthly reviews	Outcome: To be able to access grants available to school	
7.7 SBM Qualification?					

